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ABSTRACT

DeSoto Parish, Louisiana is a basically rural area in nature and in 1970 was recognized as below the norm in its educational program. This document outlines the plan for the restructuring of the curricular program with an attendant inservice program in an effort to correct instructional deficiencies and to create in parents, teachers, and students a feeling of pride, unity, and accomplishment. The inservice program was proposed in the following four phases: (1) development of curriculum guides in English, science, social science, mathematics, and reading for grades 1-12; (2) instruction in the utilization of the guides and in innovative teaching strategies; (3) an evaluation of the total instructional program; and (4) the deployment of coordinating teachers in each school. The program was planned to be completed in a five year span, 1970-75, and required the complete cooperation of the public school teachers and the faculty and studerts of the College of Education at Northwestern State University, Natchitoches, Louisiana. Data evaluated was based on observations designed to measure curriculum organization, teaching techniques, classroom social organization, classroom psychological climate, order maintaining techniques, and provisions for individual differences.
(Author/JMF)

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# DISTINGUISHED ACHIEVEMENT AWARD - '76
# SUMMARY STATEMENT

## A Program For Educational Development
## DeSoto Parish, Louisiana

Submitted By

College of Education
Northwestern State University
Natchitoches, Louisiana

In 1970, Dr. T. P. Southerland, Dean of the College of Education, and Mr. Douglas McLaren, Superintendent of Schools for DeSoto Parish, Louisiana, met to discuss the development of an in-service program for DeSoto Parish. The parish, or county system, could best be described at the time as rural in nature and below the norm in its educational program. A turnaround was necessary to prevent total stagnation, ultimate regression and definitive educational depravity for some 6,000 elementary and secondary students.

An assessment of the problems resulted in a proposed in-service program to be developed in four phases: I. Development of Curriculum Guides in English, science, social science, mathematics and reading for grades 1-12; II. Instruction in the utilization of the Guides and in innovative teaching strategies; III. An evaluation of the total instructional program; and IV. The deployment of coordinating teachers in each school. The program was planned to be completed in a five-year span from 1970-1975.

A total of 180 teachers, together with university faculty members, participated in Phases I and II. Phase III involved the evaluation of the instructional program in each of the eleven schools in the parish. Phase IV was the introduction of coordinating teachers in

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each school to implement evaluative recommendations and to maintain progmatic gains.

Data for the evaluation phase was gained by the University staff through classroom observation of each teacher in the system. The observation schedule was designed to measure the following: 1. Curriculum Organization; 2. Teaching Techniques; 3. Classroom Social Organization; 4. Classroom Psychological Climate; 5. Order Maintaining Techniques; and 6. Provisions for Individual Differences. Survey instruments provided additional data.

The project was an unqualified success in insuring a basic essential program from school to school within the parish, in enhancing the self concepts and abilities of teachers, and in promoting an educational opportunity for a fine group of young, emerging students. A secondary bonus was the decision of the Board of Education to utilize the results of Phase III to design a continuing program of improvement. Plans are now under discussion for 1976 and beyond.

CASE STUDY

A PROGRAM FOR EDUCATIONAL DEVELOPMENT

DeSoto Parish, Louisiana

Submitted by

NORTHWESTERN STATE UNIVERSITY
NATCHITOCHES, LOUISIANA

In 1970, DeSoto Parish, Louisiana, faced the complete integration of faculties, students and facilities in a climate clouded with emotion, fear and despair. Added to this was a curriculum characterized by an absence of internally consistent scope and sequence, and little coordination from school to school within the system. This combination of circumstances provided bleak hope for the future sustenance of public education.

Superintendent of Schools, Mr. Douglas McLaren, and Dean of Education, Dr. T. P. Southerland, met and cooperatively decided to restructure completely the curricular program with an attendant in-service program in an effort to correct instructional deficiencies and to create in parents, teachers and students a feeling of pride, unity and accomplishment.

A committee of university personnel and parish teachers and supervisors developed and proposed a multi-year program in four phases. Phase I involved writing comprehensive curriculum guides in selected subject areas; Phase II would encompass an instructional program to assist teachers in utilizing the guides and gaining exposure to innovative teaching methods. Phase III would accomplish a thorough evaluation of teacher competency and instructional viability. Phase IV would introduce coordinating teachers in each school to enhance

further the work of classroom teachers. Tables 1, 2 and 3 present a capsular view of the initial three phases.

Objectives

The program had as its overriding objective the enhancement of educational opportunities for the students of DeSoto Parish. This was to be accomplished by: (1) development of curriculum guides (75 in number) in reading, mathematics, science, social science and language arts for grades 1-7, and in mathematics, science, social science and language arts for grades 9-12; (2) study of the organization and utilization of the curriculum guides in relation to objectives, content, methods, materials and evaluation; (3) assessment of the impact of Phases I and II on the instructional program; and (4) introduction of coordinating teachers in each school to implement evaluative recommendations and to maintain programatic gains effected in earlier phases.

The program called for each of the elementary teacher participants to earn a total of 24 semester hours of professional growth graduate credit, and the secondary teachers, 12 semester hours of professional growth credit.

Personnel

Personnel included all parish teachers and building administrators, Superintendent McLaren and his staff, Dean of Education Southerland and his staff, Division of Continuing Education staff, and selected subject matter specialists in secondary teaching fields.

PHASE I
CURRICULUM PLANNING, GRADES 1-12
SEPTEMBER, 1970 - AUGUST, 1971

| ELEMENTARY GRADES 1-6 | READING | MATHEMATICS | SCIENCE | SOCIAL STUDIES | LANGUAGE ARTS | TOTAL PARTICIPANTS |
|---|---|---|---|---|---|---|
| PARTICIPANTS: | | | | | | |
| Elementary Teachers<br>Supervisors<br>Principals | 20 | 20 | 20 | 20 | 20 | 100 |
| PURPOSE: | | | | | | |
| To Develop:<br>Goals<br>Objectives<br>Scope<br>Sequence<br>Detailed Block Plans | → | → | → | → | → | → |
| SECONDARY GRADES 7 - 12 | | | | | | |
| PARTICIPANTS: | | | | | | |
| Secondary Teachers<br>Supervisors<br>Principals | | 20 | 20 | 20 | 20 | 80 |
| PURPOSE: | | | | | | |
| To Develop:<br>Goals<br>Objectives<br>Scope<br>Sequence<br>Detailed Block Plans | | → | → | → | → | → |

PHASE II
IMPLEMENTING CURRICULUM GUIDES
IN GRADES 1 - 12
SEPTEMBER 1971 - AUGUST 1973

OBJECTIVE: To study the organizations of the curriculum guides in relation to objectives, content, methods, materials, and evaluation.

| READING | MATHEMATICS | ELEMENTARY GRADES 1 - 6 | | LANGUAGE ARTS | SEMESTER |
|---|---|---|---|---|---|
| | | SCIENCE | SOCIAL STUDIES | | |
| Group A | Group B | Group C | Group D | Group E | Fall 1971 |
| Group E | Group A | Group B | Group C | Group D | Spring 1972 |
| Group D | Group E | Group A | Group B | Group C | Summer 1972 |
| Group C | Group D | Group E | Group A | Group B | Fall 1972 |
| Group B | Group C | Group D | Group E | Group A | Spring 1973 |
| | | SECONDARY GRADES 7 - 12 | | | |
| | Subject Matter Content | Subject Matter Content | Subject Matter Content | Subject Matter Content | Fall 1971 |
| | Instructional Methods | Instructional Methods | Instructional Methods | Instructional Methods | Spring 1972 |

# PHASE III

## EVALUATION

| READING | MATHEMATICS | SCIENCE | SOCIAL STUDIES | LANGUAGE ARTS |
|---|---|---|---|---|
| | ELEMENTARY GRADES 1 - 6<br>September 1973 - June 1975 | | | |
| | A team composed of teachers, principals, supervisors, and NSU Faculty members will evaluate the entire instructional program in the parish. This evaluation will include well-administered tests, classroom visitations, self-evaluations, and conferences. | | | |
| | SECONDARY GRADES 7 - 12<br>June 1972 - June 1974 | | | |
| | MATHEMATICS | SCIENCE | SOCIAL STUDIES | LANGUAGE ARTS |
| | A team composed of teachers, principals, supervisors, and NSU Faculty members will evaluate the entire instructional program in the parish. This evaluation will include well-administered tests, classroom visitations, self-evaluations, and conferences. The Summer Session of 1972 will be devoted to planning for the Evaluation Phase. | | | |

Budget

Cost of the program was $100,000 for Phase I, $53,568 for Phase II, and $10,800 for Phase III. Phase IV costs are continuing as an inherent part of the education budget.

Superintendent McLaren and his staff approached the State Department of Education for assistance in funds for the program. Arrangements were made to fund Phase I from Title 45 ESEA, with Phase II, III and IV to be supported entirely from local funds. The federal money to "seed" the program made the beginning possible. The DeSoto Parish Board of Education unanimously approved the funds necessary for the complete program.

Improvement of Teacher Education

In preparing for the writing of the curriculum guides, teachers of necessity examined curriculum content and assessed the relevance of the material for the needs of today. In writing the guides, the scope and sequence so badly needed was developed.

In implementing the guides, the instructional program made teachers knowledgeable of new and innovative teaching strategies and in methods of evaluation. An additional benefit was the mutual understanding and acceptance among teachers and students of differing races.

The evaluation phase provided evidence that the tripartite procedure of classroom observation, attitude inventories and personal conferences provided both quantitative and qualitative data for the

assessment of program viability. An important spin-off was the realization and acceptance by the Board of Education that in-service needs do not end at some pre-determined point in time but are continuing.

This program also resulted in the development by the university of a means of meeting the in-service needs of school systems outside the traditional course and grading structure.

Additionally, an invaluable reciprocal benefit was the continuing contact of College of Education faculty with the education process in action. The experiences gained are being reflected in the graduate and undergraduate preparation program.

The project also served to establish firmly the university's Division of Continuing Education in serving other school systems throughout the state.

Evaluation

The Phase III evaluation documented the favorable impact of the program in improving instructional opportunities for children. Evidence was also found to indicate that teachers and students took renewed pride in their accomplishments. The desired unity and cooperation of the races was accomplished.

The materials developed are an integral part of the instructional program and have been widely disseminated to other systems and agencies. The school system enjoys a constant stream of visitors and observers interested in replication of the program.

The most meaningful measure of the success of the project might be in the decision of the DeSoto Parish Board of Education to establish a continuous semester to semester in-service program for DeSoto Parish. Plans are now under way for 1976 and beyond.

Representative Report Following
Phase III Evaluation

Johnson Elementary
DeSoto Parish Schools

Introduction: The Johnson Elementary School instructional program is staffed by a principal and 39 teachers. This is largely an experienced faculty. The staff of 40 has a total of 661 years teaching experience. It is largely a local, stable faculty. Ninety-six percent of the experience was gained in schools within the parish. The teachers are certified in the subject areas in which they teach, with four exceptions, who are temporarily certified.

Thirty-two of the faculty hold the bachelor's degree, while sevel have master's degrees. They are graduates of 14 colleges located in five states.

The faculty shows evidence of having participated in the earlier phases of the school improvement plan. Fifty percent of the faculty participated in the first phase with 55 percent participating in subsequent methods courses. There is evidence that the faculty has been "back to school" during the last two years, as evidenced by faculty participation in 57 workshops. Some teachers attended more than one workshop. Fifty-four percent of these workshops were sponsored by the DeSoto Parish School Board.

The evaluation was conducted in terms of the instructional program only. Seven aspects of the instructional program were considered. They were:

1. Curriculum Organization
2. Teaching Techniques
3. Social Organization in the Classroom
4. Classroom Psychological Condition
5. Order Maintaining Techniques
6. Provision for Individual Differences
7. Use of Locally Developed Instructional Materials

Observations were made and each of the above areas of the instructional program were rated in terms of a standardized scale. These areas were then ranked in order according to the way the evaluation team perceived them. The highest rated area is the first, the next highest second, etc. The results of that rating can be seen below.

EVALUATION CATEGORIES

1. Use of locally developed materials
2. Classroom psychological Climate
   Order maintaining techniques
   Provision for individual differences
   Curriculum organization
   Teaching Techniques
   Social organization in the classroom

A. Curriculum organization is largely a subject-taught-in-isolation plan. The daily schedule reflects a separate time for the various subject areas such as reading, mathematics, science, social studies, etc. There is evidence of correlation of two subjects in two areas:

1. Geography, history, and civics are combined and taught as the social sciences.

2. In the area of the language arts, there is some correlation of reading, writing, and spelling.

The principal source of subject matter is the basal textbook. In addition, students work in workbooks and other available supplementary materials. Many additional, new, instructional materials are located in the reading and mathematics la[illegible].

Every teacher has access to a tape recorder, record player, overhead projector, and filmstrip projector.

B. Teaching Techniques: In general teachers plan the daily instructional program and largely impose that program. However, some teacher-pupil planning is evident on some details of the curriculum such as conduct, control, housekeeping chores, and occasionally in the area of subject matter. It appears that assignments, study, and testing is done with much planning but without regard to an overall unit or project approach. Where units are used they are obviously subject-matter centered.

Teaching methods in general could be classified as authoritative, using textbooks, lectures, and recitations. At the same time, there is evidence of attempts to use developmental methods. Drill is used on a group basis and is not used where it isn't needed.

In summary it is noted that teaching is highly structured with definite objectives and planned activities very much in evidence.

C. Social Organization in Classrooms: The social organization in the classrooms of Johnson Elementary is generally autocratic and semi-permissive. The classrooms are heavily teacher dominated with the pattern of communication being from teacher-to-pupil, pupil-to-teacher, and limited pupil-to-pupil. The teacher makes most of the decisions without giving children adequate opportunity to work out solutions to problems. There is little evidence of class officers being regularly elected; duties and responsibilities are generally relegated by the teacher. There is little evidence of committee work, since the teacher usually directs everything herself. Pupils generally are not entrusted with leadership roles in the classroom.

Although most of the communication is strictly teacher-to-pupil and pupil-to-teacher, the relaxed atmosphere indicates that pupils feel free to communicate among themselves. The aim of teacher assertion of authority seems to be basically compliance with authority. However, semi-permissiveness is an attempt to give children opportunity to work on a more positive basis for recognizing the authority and compliance with it. It is apparent that pupils have been taught respect for authority.

Pupils work well with individual "seat-work" assignments. There is minimal misbehavior in the classroom and generally students are considerate of others who are working. Where group work is evident, there is little disturbance in the class.

D. Classroom Psychological Climate: The classroom psychological climate, based on the observations made appeared, on the whole, to be friendly and relaxed.

In most instances, the self-control of the teacher was good. She was usually calm and patient. She encouraged the children to perform to the best of their ability while maintaining tolerance with the slower learner. The teacher seemed to enjoy her work. Her dissatisfaction with the existing situation was expressed. No pupil favoritism was noted. The teacher seemed to respect and appreciate all children. She did not demean or downgrade her class. In general, the teacher's rapport with the class as a whole was good.

In respect to the pupils' adjustment to the class, it was noted that most children seemed to like the teacher, the school, and each other. Pupil behavior was generally good. Few conduct infractions were observed, and they were quickly settled by the teacher. There appeared to be a minimum of emotional maladjustment. The work habits were satisfactory. Most pupils worked well with a basic amount of supervision.

E. Order Maintaining Techniques: Exceptionally good order (quiet) was observed inside and outside of the classrooms. Teachers were generally alert to prevent behavior problems before they occurred and to quickly correct disruptive situations. Evidently this area of teacher responsibility has been heavily stressed and consistently dealt with. The noise level was fairly low in the departmentalized areas when pupils moved to their respective classes even though due to the various schedules followed in each grade there were large numbers of pupils moving in the halls every half hour.

Most of the order maintaining techniques were imposed by the teacher without adequate individual consideration. The techniques were not generally sarcastic; however, they were not constantly positive in nature.

F. Provisions for Individual Differences: The physical plant lends itself to learning activities based on group or individual needs. Apparently, attention is given to all students. In most cases pupils have furniture suited to their statures. The Language Arts program shows evidence of efforts to provide for the development of children.

The faculty and staff are to be commended for establishing the three reading labs and the math lab. The Scotts Foresman plan is further evidence of attempts to individualize the program. Achievement grouping for reading is found in many of the classrooms.

G. Use of Locally Developed Instructional Materials: The last section to be evaluated was the use of the locally prepared curriculum guides. Such guides were readily accessible in all appropriate classrooms. Conferences with the teachers revealed that their attitudes toward the guides were good. That is, most teachers felt that the guides were helpful in lesson planning in several different ways.

In our opinion, most teachers were aware of the basic content of the guides. That is they know how to use the appropriate guide and the kind of help available by its proper use.

Further, it was observed in a number of specific instances that teachers were using the guides for teaching ideas and suggestions for the improvement of instruction.

Overall, the visitation committee was pleased with the use of locally developed instructional materials at Johnson Elementary.

Based upon the observations by the evaluation team, the following recommendations are offered for consideration:

A. Curriculum Organization: That teachers and staff consider more correlation of subject matter, possibly as follows:

1. The teachers of the primary grades might consider centers of interest.

2. Present scheduling in the upper grades at Johnson Elementary would permit a two hour block in either science or mathematics.

B. Teaching Techniques:

1. More cooperative teacher-pupil planning in regard to learning experiences and activities is needed.

2. In addition to textbooks, reference books, and library sources, other sources found in the community should be utilized.

3. Teaching methods in general should be more developmental involving problem solving situations.

C. Social Organization in Classrooms:

1. Class officiers should be appointed or elected so that pupils might assume greater responsibility for routine housekeeping chores and some work standards.

2. Committee work should become an establishing means of sharing ideas among class members. Pupils should assume responsibility for selecting committee chairmen and for the distribution of assignments.

D. Classrooms Psychological Climate: It is suggested that the teacher assume more the role of a guide than that of a director. She should rely more on accepted psychological laws of behavior in making her teaching effective. She should seek to attain as democratic a type of leadership as she feels is possible in her particular situation.

E. Order Maintaining Techniques:

1. Allow more freedom as pupils are able to effectively assert self-direction.

2. Arrange the physical environment to accommodate the instructional goal and/or teaching strategy.

3. Utilize a positive approach in correcting pupil behavior and in implementing order maintaining techniques.

F. Provisions for Individual Differences:

1. Preassessment devices be used in instructional planning.

2. Pupils should be encouraged to participate in planning when a variety of objectives and activities are possible.

3. The grading system of reporting to parents should be examined for possible changes.

G. Use of Locally Developed Instructional Materials:

1. Several of the guides are now in need of revision. In some cases new editions of textbooks are now being used. Page number references in the guides are not now correct for the newer textbooks. Other minor corrections and revisions should

also be made in the guides at this time. It is suggested that committees be appointed from the professional staff of the parish (teachers, principals, and supervisors), to perform such revisions in each major area of the curriculum.

2. The time schedule contained in some of the guides is designed for teaching children of average ability. The schedule should be considered flexible so that a class of less than average ability could be taught at a slower rate than that recommended for the average pupil.

3. Each teacher should consult the appropriate curriculum guides as a part of their planning procedure to obtain motivational ideas, suggested instructional activities, new ways to provide practice, suggestions for teaching aids and ideas on introducing new topics.

4. The committee would like to recommend that designated faculty meetings be used for grade level meetings to discuss proper use of the curriculum guides and to allow the more experienced teachers to give helpful suggestions to new teachers.

5. In the social studies area it was found that many teachers were presenting the same units at the same time of year. In order to maximize the use of available materials (films, recorders, etc.) a staggered schedule of unit presentation could be developed.

Sanders' Schedule

A CLASSROOM OBSERVATION GUIDE

The attached observation schedule represents an adaptation of one developed by Dr. David Sanders, deceased, The University of Texas, Austin, Texas. According to Sanders, the instrument was designed to permit one to describe aspects of the instructional program and to relate this to what is currently considered the best in educational thought and practice.

The schedule consists of descriptive statements placed in one of three columns. Statements in Column 1 are designed to describe the least desirable practices while statements in Column 3 describe the most desirable practices (1 3 5).

The establishment of reliability of measurements on the schedule was completed by each observer. Utilizing six groups, independent observations were made during regularly scheduled classes at Northwestern Elementary School and Natchitoches High School.

SANDERS SCHEDULE A: CURRICULUM ORGANIZATION

Column 1

Level 1:

A. Subject Taught in Isolation:

1. Sample Schedule

8:30 - 9:00 Opening activities: prayer, flag salute, announcements, take roll, banking, etc.

9:00 - 10:00 Arithmetic
10:00 - 10:30 Recess; P. E. or Health
10:30 - 11:00 Spelling
11:00 - 11:40 Reading
11:40 - 12:00 Writing
12:00 - 1:00 Lunch & playground
1:00 - 1:40 History & Civics
1:40 - 2:20 Geography
2:20 - 3:00 Science
3:00 - 3:30 Art, Music, or Spanish

2. Supporting Evidence

a. Sole source of content is subject matter found in basal texts.

b. No attempt is made to relate one subject to another, nor to relate content to pupils' life activities.

Column 2

Level III:

A. "Core" Curriculum

1. Sample Schedule

8:30 - 9:00 Opening activities, prayer, etc.
9:00 - 11:00 Social Studies and Science
11:00 - 11:30 Recess (P.E. or Health)
11:30 - 12:00 Spelling
12:00 - 1:00 Lunch and rest
1:00 - 1:20 Handwriting
1:20 - 2:00 Reading
2:00 - 3:00 Arithmetic
3:00 - 3:30 Art, Music, or Spanish

2. Supporting Evidence

a. Curriculum content is subject matter found in basal texts and workbooks, supplemented by audio-visual aids and reference materials.

Schedule A Continued...

b. Curriculum is organized around broad interest centers usually taken from social studies or science. Other subjects retain their separate places in the weekly schedule but their content is related to the units and tends to strengthen the work being done in the units. For instance, reading is useful in unit activity and content may be taken from that activity. Attempts are made to show functionality and meaningfulness of materials as it relates to life activities of the pupils.

Column 3

Level V:

A. "Common Activities of Living"

1. Sample Schedule

| | |
|---|---|
| 8:30 - 9:00 | Opening activities, including news items, show and tell related to interests stimulated in units. |
| 9:30 - 10:30 | Experiences leading to control over social and physical environment. Work and research in all areas pertaining to the problem undertaken. |
| 10:30 - 11:00 | P.E. |
| 12:00 - 1:30 | Evaluation and Planning. |
| 1:30 - 3:30 | Continuation of unit work and research as evaluated and planned. Give time for experiences designed to fix skills in arithmetic, spelling, etc. Evaluation and tentative planning for next day or week. |

2. Supporting Evidence

a. Curriculum content is found in the common activities of living that all children experience. Subject matter as found in texts, is worked with to implement the acquisition of ability to cope with these common activities.

b. Since life activity is the source of content, subject matter is used as instruments to the achievement of competency in the life activity.

EXHIBIT II

SANDERS SCHEDULE B: TEACHING TECHNIQUES

Column 1

Level I:

A. Teacher plans and imposes program. No teacher-pupil planning.

B. Teacher assigns, pupils study, teacher tests, pupils review, teacher retests.

C. Uses textbook as the sole source of content.

D. Methods in general are highly authoritative using textbooks, lectures, and recitations.

E. Drill is used indiscriminately without any concern for the degree to which it is needed.

F. Evaluation consists of teacher made and standardized tests in subject matter achievement.

Column 2

Level III:

A. Teacher plans and largely imposes the program. Uses teacher-pupil planning on some details of the curriculum, such as housekeeping chores, conduct, control and occasionally in the area of subject matter.

B. Uses a unit or project in the core in addition to the assign, study, review, re-test technique. Unit is strictly a subject matter to life activities of pupils.

C. Textbook is the main source of content, but will also use workbook, dictionary, encyclopedia, and a few library source books.

D. Same as Column 1, but there is evidence of attempts to use developmental methods of deductive procedures.

E. Drill is widely used on a group basis. Where it is not needed are eliminated.

F. Same as Column 1, and in addition evaluates notebooks, written work, and does some observation of pupils' work habits and behavior.

## Column 3

Level V:

A. Within a broad framework, the entire program is cooperatively planned. The curriculum is one of cooperative study under the direction and guidance of the teacher.

B. Same as Column 4, except more attempts are made to use action projects which revolve around the common activities that children engage in and are interested in.

C. A variety of textbooks are used in connection with a wide variety of other sources, found in library, community and school, are used as sources of content and investigation.

D. Methods in general are of the developmental type involving problem solving situations using deductive and inductive procedures.

E. Drill is used as an instrument of reinforcement of the topic on an individual basis.

F. Makes sure that all areas of pupil development are checked in some way. Includes Levels I and II but is more extensive, including all aspects of the learning experience.

EXHIBIT III

SANDERS SCHEDULE C: SOCIAL ORGANIZATION IN CLASSROOMS

Column 1

Level I:

A. Social organization autocratic and non-permissive. Evidenced by:

1. Group heavily teacher dominated. Teacher is "boss" and she rules with an iron hand. Teacher asserts her authority; makes all rules, decisions, judgments, etc.

a. No class officers. Teacher appoints workers when she needs them. This occurs seldom.

b. No committees. Teacher tells, directs everything herself.

c. No pupil leaders in any activity. Teacher is present and leads everything.

d. Teams, groups (if any) teacher appointed. No pupil choice.

2. Pattern or communication strictly from teacher to the pupil and pupil to the teacher. Teacher edict allows no pupil-to-pupil communication.

3. Aim of authoritativeness is unquestioned compliance with authority.

Column 2

Level III:

A. Social organization generally democratic and semi-permissive. Moderate teacher domination. Evidenced by:

1. Group organized democratically. Teacher will assert her authority at will by arbitrarily setting aside democratic procedures without giving children much of a chance to work out own solutions to problems.

a. Class officers regularly elected. Have duties and responsibilities which are largely teacher imposed. Many leaders are elected, but teacher may arbitrarily appoint many.

b. Uses committees for routing housekeeping, party planning, and occasionally to work out standards. Allows children to participate in some difficult tasks as well as the easy ones.

c. Uses pupil leaders in P.E. as captains for games, or may entrust a leader to run a group in reading as teacher works with another group.

d. Personnel on teams, groups, etc., are largely appointed by teacher but generally observes pupil choice.

2. Patterns of communication are from teacher-to-pupil, pupil-to teacher, and pupil-to-pupil. However, the pupil-to-pupil relationship are within limits or rules, some of which are teacher determined, some are cooperatively determined.

3. Aim of teacher assertion of authority is basically compliance with authority. However, semi-permissiveness is an attempt to give children opportunity to work out more positive basis for recognizing the authority and compliance with it.

Column 3

Level V:

A. Social organization thoroughly democratic, and permissive. Teacher evidences authority as guidance function in directing activities.

1. Group organized democratically. Teacher functions as guidance person. Teacher does not surrender authority, but as the teacher she exercizes direct control over the pupils without constraint and conflict in order to help pupils work together cooperatively.

a. Class officers elected regularly. Have regular duties and responsibilities cooperatively arrived at. Most leaders are elected; teacher rarely appoints one unless situation demands it.

b. Uses committees for all classroom functions in social living. Teacher guides and directs if pupil maturity is insufficient.

c. Pupil leaders are used and elected in all areas of the program and all are given an opportunity to participate as leaders.

d. Personnel or teams, groups, etc., are always cooperatively chosen by students exercising choice.

2. Thoroughly permissive organization for communication. Teacher is one group, and the group functions under democratic action within limits of cooperatively arrived at standards. Teacher's role is one of democratic leadership.

3. Extensive evidence of students working within a permissive environment in a democratic, self-regulated manner.

EXHIBIT IV

SANDERS SCHEDULE D: CLASSROOM PSYCHOLOGICAL CLIMATE

Column 1

Level I:

A. Tense antagonistic classroom psychologicalclimate. Evidenced by:

1. Teacher adjustment to class:

a. Highly nervois; "flighty"

b. Cross and crabby; seldom smiles.

c. A "driver." Seems to set very high goals for all and is determined all students shall reach them.

d. Teaching appears to be a "chore;" a very difficult "cross to bear."

e. Treats all individuals alike. Seems to accept each pupil for what he is.

f. Much evidence of favoritism for some students and obvious dislikes for others.

g. Has much difficulty in finding anything good in the class as a whole or in individuals, except for a few favorites.

h. Rapport with class as a whole is very poor. Rules through fear of several kinds and degrees.

4. Pupil adjustment to class:

a. Most pupils exhibit obvious dislike for teacher, school and other pupils.

b. Pupil behavior very rebellious. Antagonism approaching open rebellion in evidence.

c. High degree of emotional maladjustment is observed. Many children are tense, nervous, and anti-social.

d. Pupils exhibit very poor work habits and appear uninterested in work.

e. Pupils require constant supervision not only academically but socially.

Column 2

Level III:

A. Moderately friendly and cheerful classroom psychological climate. Evidenced by:

1. Teacher adjustment to class:

a. Self control is average. Given to infrequent temper out-bursts. Does not appear nervous.

b. Generally friendly and cheerful, but a certain "distance" between herself and pupils is observable.

c. Is a "driver" only to extent that she thinks pupils are capable of achieving. Tolerant with slow learners.

d. Generally seems to enjoy her work. Instances of displeasure are observable however.

e. Treats most pupils alike, generally, but will deal individually with extremes of behavior.

f. Shows favoritism for a few but is not obvious about it. Appears to like most children, but may exhibit dislike for a few certain individuals.

g. Tries to find excellence in most children, and believes she has an average class. Encourages good work, and does not "ride" poor workers very hard.

h. Rapport with class as a whole is good, but morale is weak due to teacher over-control.

2. Pupil adjustment to class:

a. Only a few pupils exhibit an obvious dislike for the teacher, school, and/or each other.

b. Pupil behavior is acceptable. Only a few conduct infractions occur and most of them are easily settled by the teacher.

c. Very few cases of emotional maladjustment observed. Most pupils are alert and eager.

d. Pupils exhibit acceptable work habits and generally appear interested in work with only some unable to do sustained, profitable work.

e. Most pupils work well with only a basic amount of supervision. Teacher is somewhat free to work with individual cases both academically and socially.

Column 3

Level V:

A. Happy, wholesome and tension free classroom psychological climate. Evidenced by:

1. Teacher adjustment to class:

a. Self control very high. Never loses temper, is extremely patient, calm and does not appear nervous.

b. Very friendly, cheerful and courteous. Enters into pupil activity easily, enjoys humor, etc., yet never loses identity as the status member of the group.

c. Encourages all pupils to perform at the best of their ability. Stimulates all individuals to do their best, whether playing, working or resting.

d. Much evidence that teaching is considered her "calling" and derives an optimum of satisfaction from work done.

e. Much evidence that teacher understands each individual thoroughly and deals with him on this basis.

f. Displays open like and appreciation of all children.

g. Uses psychological laws of behavior in all areas of learning and believes her teaching is effective and that class is doing well.

h. Through her understanding, helpfulness, and acceptance of all, rapport with class is high. Class morale is high as a result of the high type of democratic leadership displayed by teacher.

2. Pupil adjustment to class:

a. Pupil attitudes toward teacher, school, and/or other pupils are very wholesome. Atmosphere is completely congenial.

b. Pupil behavior is relaxed, friendly, happy, and tension free. No conduct infractions are observed.

c. No instances of emotional maladjustment are observed. All children are alert, eager, interested, cooperative and exhibit a high degree of self control suitable to maturity level.

d. Most pupils demonstrate habits in sustained activity and appear to be highly motivated.

e. Teacher supervision consists of guiding the activity in progress. Works much of the time with individuals and helps direct small group activity.

EXHIBIT V

SANDERS SCHEDULE E: ORDER MAINTAINING TECHNIQUES

Column 1

LEVEL I:

Very poor order maintaining techniques

A. Sample Techniques

1. Directs shame, blame or sarcasm at offenders so that all may hear.

2. Seizes or otherwise makes physical contact with offender. May paddle.

3. Removes privileges of group for offense of individual.

4. Assigns additional work to entire group for offense of individual.

5. Shouts, glares at offenders. Warns, threatens.

6. Relocates offender by having him stand in conspicuous place as the corner or in front of room.

7. Sends serious offenders to principal's office.

8. Standards for group behavior are determined and imposed by teacher. Teacher is often inconsistent in dealing with infractions.

B. Teacher philosophy of discipline as implied from above observed order maintaining techniques:

The goal of discipline is blind obedience to authority, be it teacher, parent, or social order (society). The technique used is a stern, highly authoritarian, teacher imposed type of disciplinary action based on fear of swift reprisal for offenses. Action taken is negative rather than positive.

Column 2

LEVEL III:

Acceptable order maintaining techniques

A. Sample Techniques:

1. Directs shame and cheerful sarcasm at offenders privately, unless whole class has erred.

2. No overt physical contact with offender except occasionally placing hand on him to get his attention.

3. Removes privileges of individual only after private conference with him.

4. Additional work is not assigned as punishment.

5. Does not raise voice. Frequently controls group with "Shh-hh."

6. Relocates offender by removing him from one group and placing him with another group.

7. Gains attention of class by moderate voice and occasional tapping with pointer or with other mechanical device.

8. Pupils under the teacher's direction, help in arriving at some standards of behavior. The teacher generally imposes these rules, dealing directly with offenders.

B. Teacher philosophy of discipline as implied from above observed order maintaining techniques:

The goal of teacher discipline is growth in the ability to react wholesomely to authority, to learn to recognize the different sources of true authority, and to develop a reasoning, self-disciplined personality. Teacher attempts to develop the goals through use of democratic leadership rather than authoritativeness. Control definitely remains with the teacher, and she will be very directive if she thinks the situation demands it.

Column 3

LEVEL V:

Very sound order maintaining techniques

A. Sample Techniques:

1. Teacher leads offender to evaluate behavior in terms of standards arrived at by group. This is done privately.

2. No physical contact with offender.

3. Offenders privileges are not removed. Teacher views such action negative.

4. Additional work is not assigned as punishment.

5. Normal, mild voice is used in talking with offender. If possible done in private.

6. Locates individual in group where he works most cooperatively. Considers individuals in seating arrangements. Does not remove individual because of offense.

7. Gains attention of class with calm voice. Pupil often gets the attention of class through use of a commonly agreed upon signal, such as a small bell.

8. Pupils arrive at standards of behavior for the group. Pupils generally handle infractions with the teacher guiding to avoid extreme punishment and with the teacher handling extreme offenses.

B. Teacher philosophy of discipline as implied from above observed order maintaining techniques.

Goals and objectives of teacher discipline and control are the same as Column 4. The main difference is one of degree. The teacher of Column 5 will allow as much freedom of action for her pupils as possible and still retain control of her class. She will allow the class to vote her down if their disagreement is strong and the course chosen has value. She will be authoritative very rarely, usually accomplishing her objective through democratic leadership.

EXHIBIT VI

SANDERS SCHEDULE F: PROVISIONS FOR INDIVIDUAL DIFFERENCES

Column 1

LEVEL I:

Complete absence of sensitivity to and the provision for Individual Differences.

1. Teacher sensitivity, evidenced by:

   a. No children allowed in room until appointed time. Then all march in according to a pre-determined routine.

   b. Teacher performs all housekeeping duties.

   c. Learning activities are teacher selected.

   d. Daily schedule rigidly followed.

   e. No provision for free choice activities.

   f. Many children located in chairs or desks unsuited to their many statures.

   g. Seating arbitrarily assigned.

   h. No provision for vision and hearing defects.

   i. Uniform texts for all.

   j. All children dismissed by rigid, pre-determined teacher method.

2. Teacher provisions for, evidenced by:

   a. Academic areas:

      (1) No evidence of an existing course of study.

      (2) No individual or small-group instruction.

      (3) Uniform minimum essentials for all.

      (4) Uniform texts in all curriculum areas. Few or no supplementary books.

      (5) No evidence of use of audio-visual aids.

      (6) No provisions for free time and choice activity.

      (7) Evaluation on all-class basis. No individual diagnosis or remedial work.

3. Physical adjustment areas:

a. No provisions for vision and hearing defects. No adjustment in seating for those of extreme stature.

b. No provision for adjustment through physical games.

c. Use of toilet and drinking fountain restricted to scheduled periods (recess or P.E.) except for emergencies. No rest period after lunch.

d. Except for 3 above, no provision for relief from fatigue through short relaxation periods or change of pace from activity involving intense mental concentration to activity involving physical movement.

Column 2

LEVEL I:

Appreciable Sensitivity to and Provisions for Individual Differences.

1. Teacher sensitivity evidenced by:

a. Children are allowed in room early, but must work or play quitely at seats, in group or individually. Others informally come in at appointed time according to pre-determined routine.

b. Teacher assigns individuals or committees to perform housekeeping duties, except few considered too difficult. Some respect shown for choice and interest.

c. Groups for reading, arithmetic, and spelling. All other activity on all-class basis. Teachers work with very slow learners.

d. Daily schedule usually followed rigidly. Deviations are allowed and do occur. Less rigid adherence to preset times on schedule.

e. One free choice period. Individual may also use time left from another activity.

f. Most large and small children are located in desks or chairs suited to their statures. A few misfits are observed.

g. Seating teacher assigned, with obvious adjustments to facilitate inter-pupil relationships.

h. Some children with obvious vision and hearing defects are observed to be located at rear of room.

i. Differentiated texts at two levels, supplemented by moderate supply of source books and instructional aids.

j. Children dismissed by teacher pre-determined loosely informal routine. Some are asked to remain for "disciplinary" or academic reasons.

2. Teacher provision for, evidenced by:

a. Course of study is followed systematically.

b. Sub-groups for instruction in reading, arithmetic and spelling. Individual help for slow learners only.

c. Uniform minimum essentials, but less able learners are given less difficult assignments and not expected to do as well as the most able learners.

d. Differentiated texts in selected areas.

e. Meagre use of audio-visual aids.

f. Limited provisions for free time and choice activity.

g. Evaluation mainly on an all-class basis with some individual diagnosis for diagnosis and remediation.

Column 3

LEVEL I:

Through Sensitivity to and Provision for Individual Differences.

1. Teacher sensitivity evidenced by:

a. Children feel free and welcome to come to room before school time. Very permissive atmosphere for individual expression.

b. Individuals and committees perform all housekeeping duties under teacher guidance. Selection and rotation of assignments are democratic.

c. Learning activities on all-class, group, or individual basis as needed. Much individual attention to all students.

d. Daily schedule very flexible and serves as guide only.

e. Free choice activity used extensively in all phases of school activity.

f. The physical surroundings and furnishings are structured for the students. All students making use of furniture suited to their stature.

g. Each pupil has self-chosen station as "home-base." Much uncontested interchange of desk usage depending upon individual's role in large or small group activities.

h. All children with obvious vision and hearing defects are located where they can work most efficiently.

i. Room seems filled with texts, materials, source readings, arts and crafts materials, and other instructional aids.

j. Dismissal is informal. Teacher creates very permissive atmosphere. Engages in guidance and individual instructional activities after dismissal.

2. Teacher provision for, evidenced by:

a. Academic areas.

(1) Course of study serves only as a general guide; frequent deviations result from cooperative teacher-pupil planning.

(2) Wholesome intermixture of large group, small-group, and individual activities revealing comprehensive planning for academic and social development of pupils according to teacher knowledge of individual abilities and problems.

(3) Careful planning for differentiated pupil rules based upon pupil abilities and backgrounds with attainment expectations adjusted accordingly.

(4) Differentiated texts and supplementary materials on all levels where needed. Abundant amount of source materials.

(5) Uses all types of audio-visual aids to maximum advantage.

(6) Extensive provisions for free time and choice activity.

(7) Extensive rise of individual evaluation for diagnosis and treatment.

3. Phsyical adjustment areas:

a. Provision made for all observed vision and hearing defects.

b. All participate in games unless all are ovbiously physically handicapped.

c. Although periods are scheduled for use of toilet and drinking fountain, individuals are free to use them as needed.

d. Same as level 4. The whole program is geared at a high interest level, and everything is done to cut fatigue factors to a minimum.

SCHEDULE G: USE OF LOCALLY DEVELOPED INSTRUCTIONAL MATERIALS

Column 1

LEVEL I:

1. No evidence of materials being in classroom.

2. Teacher has no knowledge of such materials.

Column 2

LEVEL III:

1. Materials present in the classroom but, used only in a limited way.

2. Teacher expresses awareness of their existence, but is able to show only limited use of them.

Column 3

LEVEL V:

1. Materials used in an integrated manner with other learning materials.

2. Teacher praises the materials and willingly gives evidence of extensive use.